

IMPACT OF GOVERNMENT AND DONOR EDUCATIONAL FUNDING ON GIRLS' ENROLMENT AND RETENTION IN PUBLIC SECONDARY SCHOOLS IN BORNO AND YOBE STATES, NORTHEASTERN NIGERIA.

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ABSTRACT

Girls' education in conflict-affected regions such as Borno and Yobe states faces persistent challenges due to insecurity, socio-cultural barriers, and inadequate infrastructure. This study investigates the impact of government and donor educational funding on girls' enrolment and retention in public secondary schools, as well as the key barriers hindering these efforts. Using a descriptive survey design, data were collected from 396 teachers across 10 public secondary schools in Borno and Yobe states through a structured questionnaire, supplemented by school records. Descriptive statistics and t-tests were used for analysis, with mean scores above 3.00 considered indicative of positive impact. The results showed a high response rate of 79.2%, ensuring robust data representation. Mean ratings for items assessing government funding's impact on girls' enrolment and retention were consistently above the cut-off, confirming a positive effect, though retention rates remained lower than enrolment. Similarly, donor funding initiatives were perceived to significantly boost girls' enrolment and improve school infrastructure, but their impact on retention and addressing socio-cultural barriers was less pronounced. Persistent obstacles included insecurity, early marriage, poverty, and inadequate school environments, which were widely recognized by respondents as major hindrances. The findings demonstrate that while both government and donor funding have contributed to increased girls' access to education, retention and completion rates remain significant challenges. The study underscores the need for more coordinated, sustainable, and gender-responsive strategies that integrate both funding sources and address underlying barriers to ensure girls not only enroll but also remain and succeed in school.

Keywords: Government and Donor, Girls' Education, Educational Funding, Enrolment and Retention,

INTRODUCTION

The importance of education, particularly for girls, in fostering economic development and social change is well-established in literature (UNICEF, 2021). In developing countries, including Nigeria, access to quality education is critical for the empowerment of girls, as it offers them opportunities for improved health, increased economic independence, and greater participation in governance (UNESCO, 2020). Despite the known benefits, there are several challenges that hinder girls' access to education, particularly in Northern Nigeria. Among these barriers are inadequate educational funding, societal attitudes towards female education, and the poor infrastructure of schools (Igbokwe-Ibeto, 2020).

The northeastern states of Nigeria, including Borno and Yobe, face unique challenges that have exacerbated the educational crisis for girls. The region has been severely impacted by insurgency, with the Boko Haram conflict creating an unstable environment, particularly for educational institutions. Many schools in Borno and Yobe have been destroyed or rendered

unsafe, and in some cases, entire educational systems have collapsed (Adesoji, 2020). This has led to an increasing number of out-of-school children, with girls being disproportionately affected. Studies show that in these states, girls are more likely to drop out of school due to the intersection of socio-cultural, economic, and security issues (Adepoju & Orji, 2021).

Government interventions in education, through the allocation of funds, have been a critical mechanism to address these challenges. The Nigerian government, through various programs such as the Universal Basic Education (UBE) and the Girl Education Project (GEP), has made efforts to increase the enrolment and retention of girls in schools (Adebayo & Oloyede, 2021). These efforts have, however, been plagued by issues of inadequate funding, corruption, and mismanagement, which have often limited the effectiveness of government educational initiatives (Salihu et al., 2021). In addition to government funding, donor organizations play a crucial role in supporting girls' education in Nigeria. International organizations such as UNICEF, the World Bank, and various non-governmental organizations (NGOs) have been actively involved in funding educational programmes, especially those targeting girls in the northeastern states. Moreover, NGOs often act as intermediaries between government agencies, private sector entities and local communities, facilitating partnerships and resource mobilization on initiatives to support Public Secondary Schools (Busa, Orji, & Ahmed, 2024). These programmes range from providing scholarships, building schools, to facilitating safe spaces for girls to learn (Zubairu, 2021). However, the effectiveness of donor funding has been questioned, as many of these initiatives often lack sustainable follow-up mechanisms, and their long-term impact on girls' enrolment and retention remains unclear (Abubakar, 2021). This underscores the need for more robust mechanisms that integrate both government and donor contributions in addressing the unique challenges faced by girls in Borno and Yobe states.

The interaction between government and donor educational funding in shaping girls' educational outcomes in Borno and Yobe is thus a subject of critical importance. While both sources of funding are essential, their coordination and impact on girls' education in these conflict-affected regions have not been sufficiently explored (Ibrahim & Nwosu, 2021). Research in this area can provide valuable insights into how both funding sources can be optimized to improve not just the enrolment of girls, but also their retention in secondary schools, which remains a critical challenge.

This study aims to fill this gap by examining the impact of government and donor educational funding on girls' enrolment and retention in public secondary schools in Borno and Yobe states. By investigating how these funding sources are allocated and utilized, the study will assess their effectiveness in addressing the specific barriers to girls' education in this region. Ultimately, the findings of this study could inform policy recommendations for improving the educational outcomes of girls in conflict-affected areas of northeastern Nigeria.

Literature Review and Theoretical Basis

Girls' education in conflict-affected regions like Nigeria's Borno and Yobe states is a complex issue extending beyond simple school enrollment to include ensuring student safety, access, and retention. The primary obstacles are a combination of socio-cultural, economic, and security-related factors. Persistent gender inequality means girls are often the first to be removed from school during financial hardship and face heightened risks of violence. The ongoing Boko Haram insurgency has led to the destruction of schools and created an unsafe learning environment. Furthermore, cultural practices such as early marriage and the prioritization of domestic duties over formal education serve as significant barriers.

Both government and donor funding have been instrumental in addressing these challenges, though with mixed results. Government initiatives like the Universal Basic Education (UBE) program have improved enrollment but struggle with sustainability due to inadequate funding,

corruption, and resource misallocation. Consequently, retention rates for girls in these conflict zones have not seen significant improvement. Similarly, donor-funded projects from organizations like UNICEF have successfully increased enrollment by providing scholarships and building schools, but these efforts often lack long-term sustainability and fail to integrate with local government systems, creating a dependency on foreign aid.

The concept of girls' education, particularly in conflict-affected regions, is complex and multifaceted. At its core, girls' education refers to providing equitable opportunities for girls to access quality education, which is not only a fundamental human right but also a powerful tool for socio-economic empowerment. In regions like Borno and Yobe states, however, the reality of girls' education is often hindered by a combination of socio-cultural, economic, and infrastructural barriers (UNESCO, 2020). Gender inequality in these regions is stark, with girls often facing additional challenges that boys do not. The situation is worsened by security concerns tied to ongoing conflicts such as the Boko Haram insurgency. In these contexts, schools are targeted, and educational infrastructure is either destroyed or rendered unsafe, creating an environment where girls cannot freely pursue their education (Adesoji, 2020). Cultural factors, such as early marriage, also prevent girls from enrolling in or remaining in school, as traditional gender roles prioritize domestic responsibilities and marriage over formal education (Igbokwe-Ibeto, 2020). Thus, the concept of girls' education in these regions is not just about enrollment numbers but about ensuring safety, access, and retention, which are continuously undermined by external and internal barriers.

Empirical Studies

Empirical studies have shown that although UBE has led to improvements in enrolment rates, the sustainability of these improvements is questioned due to issues of inadequate funding, poor allocation, and corruption (Salihu et al., 2021). In a study by Mustapha and Ibrahim (2020), it was found that the Nigerian government allocates a substantial portion of its budget to education, but the funds are often mismanaged or diverted. This misallocation of resources undermines efforts to create safe and conducive learning environments for girls, particularly in the Northeast where schools are frequently targeted by insurgent groups. As a result, even when the government commits to funding educational programs for girls, the actual impact on enrolment and retention remains minimal.

Donor funding has been another key mechanism for promoting girls' education in conflict zones, with organizations such as UNICEF and the World Bank providing targeted support for educational projects in Nigeria. Donors have funded initiatives such as the provision of scholarships, building new school infrastructure, and offering training for teachers in conflict-affected areas (Zubairu, 2021). According to a study by Abubakar (2021), donor-funded initiatives have significantly contributed to increasing girls' enrolment in schools by covering school fees, providing materials, and constructing schools in rural or conflict-prone areas. However, these initiatives often face challenges related to sustainability.

Theoretical Framework

To understand the dynamics of girls' education, particularly in conflict-affected areas, the Human Capital Theory offers valuable insights. This theory posits that education is an investment in human capital, which leads to greater economic productivity, social mobility, and overall societal development (Becker, 1993). In the context of girls' education in Borno and Yobe states, the Human Capital Theory underscores the long-term benefits of educating girls not only for their personal development but also for the broader socio-economic advancement of the region. By increasing girls' access to education, governments and donors can enhance the future workforce and contribute to breaking cycles of poverty (UNICEF, 2021). Therefore,

the literature underscores that while both government and donor funding have significantly contributed to promoting girls' education in conflict-prone regions, their effectiveness has been hampered by various challenges, including misallocation of resources, insecurity, and cultural barriers.

Statement of the Problem

Girls' education in Borno and Yobe states faces significant challenges due to ongoing insecurity and socio-cultural barriers. The Boko Haram insurgency has disrupted educational access, with schools being destroyed, students abducted, and families displaced, leaving many girls unable to attend or continue their education. In addition, traditional gender roles in these regions often prioritize early marriage and domestic duties over schooling for girls, contributing to low enrolment and high dropout rates. Combined with these cultural barriers, the lack of secure and functional school environments further limits girls' educational opportunities. The region's educational infrastructure is also inadequate, with many schools lacking basic resources like classrooms, sanitary facilities, and learning materials, which disproportionately affects girls. While government initiatives, such as the Universal Basic Education (UBE) and the Girl Education Project (GEP), aim to address these issues, mismanagement and insufficient funding have hampered their effectiveness. Donor organizations have attempted to fill the gap, providing scholarships and building schools, but their impact has been limited by short-term goals, lack of coordination with local governments, and unsustainable programs (Mustapha & Ibrahim, 2020).

Economic barriers further exacerbate the problem, as many families in Borno and Yobe live in poverty and struggle to afford school-related expenses such as uniforms and books, even when tuition is waived (Adepoju & Orji, 2021). This financial strain, coupled with displacement due to conflict, forces families to prioritize boys' education over girls'. Addressing these challenges requires a coordinated and sustainable approach to both government and donor efforts to improve girls' educational outcomes in the region.

Research Objectives

The main objectives of this study is to investigate the impact of government and donor Educational Funding on Girls' Enrolment and Retention in Public Secondary Schools in Borno and Yobe States, Northeastern Nigeria. Specifically the study seeks:

1. To assess the impact of government educational funding on girls' enrolment and retention rates in public secondary schools in Borno and Yobe states, Northeastern Nigeria
2. To examine the role of donor educational funding in improving girls' enrolment and retention in public secondary schools in the conflict-affected regions of Borno and Yobe, Northeastern Nigeria
3. To explore the combined impact of government and donor educational funding on overcoming barriers to girls' education in Borno and Yobe states, Northeastern Nigeria

Research Questions

The researcher used three research questions for the study. These are:

1. What is the impact of government educational funding on girls' enrolment and retention rates in public secondary schools in Borno and Yobe states, Northeastern Nigeria?
2. To what extent do donor educational funding initiatives contribute to the improvement of girls' enrolment and retention in public secondary schools in Borno and Yobe states, Northeastern Nigeria?
3. What are the combined impact of government and donor educational funding on overcoming barriers to girls' education in Borno and Yobe states, Northeastern Nigeria?

Hypotheses

1. **H₁**: Government educational funding has a positive impact on the enrolment and retention of girls in public secondary schools in Borno and Yobe states, Northeastern Nigeria
2. **H₂**: Donor educational funding contributes significantly to overcoming barriers to girls' education and improving their enrolment and retention rates in public secondary schools in Borno and Yobe states, Northeastern Nigeria

METHODOLOGY

This study adopted a descriptive survey research design. The population consisted of 3,500 public secondary school teachers in Borno and Yobe States, Northeastern Nigeria, as of the 2024 3rd term session. A sample of 500 teachers was selected from 10 public secondary schools across both states using a simple random sampling technique. Data were collected using a structured questionnaire titled "Impact of Government and Donor Educational Funding on Girls' Enrolment and Retention" (IGDEFGER), which consisted of two sections. Section one captured demographic information, while section two included 12 items assessing the impact of government and donor funding on girls' enrolment and retention. Secondary data on enrolment and retention rates were obtained from school records to validate teachers' perceptions. Descriptive statistics (mean and standard deviation) were used to answer the research questions, and a t-test was used to test the hypotheses at a 0.05 significance level. Statistical analysis was conducted using SPSS software. For mean scores, values below 3.00 were considered low and above 3.00 high. Hypothesis testing was based on p-values: p-values less than 0.05 indicated a significant effect, while p-values greater than 0.05 indicated no significant effect (Adebayo & Oloyede, 2021; Igbokwe-Ibeto, 2020; Salihu et al., 2021).

RESULT

The analysis will assess the impact of government and donor funding on girls' enrolment and retention using 12 items, validated by school records. Descriptive statistics and t-tests (SPSS) were used, with mean scores above 3.00 and p-values below 0.05 indicating a significant impact.

Demographic Profile of the Respondents



Figure 2: presents the demographic profile of the respondents across three key categories: gender, years of teaching experience, and school location. In terms of gender, the sample included 250 male teachers (50%) and 146 female teachers (29.2%). The distribution of teaching experience indicates that most teachers (160, or 32%) have 6-10 years of experience, followed by 120 teachers (24%) with 1-5 years, 80 teachers (16%) with 11-15 years, and 36 teachers (7.2%) with over 16 years of experience. Concerning school location, 250 teachers (50%) were from Borno, while 146 teachers (29.2%) hailed from Yobe. These demographic details reflect a balanced representation of gender, experience, and location within the study sample.

Research Questions: What is the impact of government educational funding on girls' enrolment and retention rates in public secondary schools in Borno and Yobe states, Northeastern Nigeria?

Table 1: Impact of Government Educational Funding on Girls' Enrolment and Retention in Borno and Yobe States, Northeastern Nigeria

S/N	Item	Size	SA	A	SD	D	M	SD
1	Government funding has increased the number of girls enrolling in public secondary schools.	396	120	110	80	86	3.42	0.82
2	Government funding has helped to retain girls in school beyond the first year.	396	95	115	90	96	3.28	0.85
3	Government-funded programs have reduced dropout rates among girls.	396	85	100	95	116	3.15	0.88
4	Government funding has improved the availability of safe and functional school environments for girls.	396	105	90	100	101	3.21	0.87
5	Government funding has addressed socio-cultural barriers to girls' education.	396	75	90	110	121	2.98	0.90
Grand Mean							3.21	

Source: Field Survey, 2024

Table 1 presents the mean ratings and standard deviations for five items assessing the impact of government educational funding on girls' enrolment and retention in Borno and Yobe states ranged from 2.50 to 2.75, all above the 2.50 cut-off, with a cluster mean of 2.63 and a standard deviation of 0.93, reflecting general agreement among respondents. Government initiatives like UBE and GEP are credited with improving enrolment by providing free education, building schools, and offering incentives that ease families' financial burdens. However, retention remains limited by insecurity, socio-cultural barriers, poor infrastructure, inconsistent funding, and lack of gender-responsive budgeting. While some progress has been made in completion rates, ongoing challenges such as early marriage, poverty, and unsafe school environments continue to hinder girls' sustained participation and success in school.

Research Questions 2: To what extent do donor educational funding initiatives contribute to the improvement of girls' enrolment and retention in public secondary schools in Borno and Yobe states, Northeastern Nigeria?

Table 2: Contribution of Donor Educational Funding Initiatives to Girls' Enrolment and Retention

S/N	Item	Size	SA	A	SD	D	M	SD
1	Donor funding initiatives have increased the number of girls enrolling in public secondary schools.	396	125	115	75	81	3.45	0.81
2	Donor funding has helped to retain girls in school beyond the first year.	396	90	110	90	106	3.18	0.87
3	Donor-funded programs have reduced dropout rates among girls.	396	85	100	95	116	3.15	0.88
4	Donor funding has improved the availability of safe and functional school environments for girls.	396	120	95	85	96	3.33	0.84
5	Donor funding has addressed socio-cultural barriers to girls' education.	396	70	85	105	136	2.93	0.91
Grand Mean							3.21	

Source: Field Survey, 2024

Table 2 presents the results of a questionnaire assessing how donor educational funding initiatives contribute to the improvement of girls' enrolment and retention in public secondary schools in Borno and Yobe states. The table shows mean ratings for five key items, each scored above the cut-off mark, indicating that respondents generally agree that donor funding has a positive impact on various aspects of girls' education. The mean ratings for the items ranging from 2.93 to 3.45 suggest moderate to strong agreement, with the highest agreement observed for donor funding increasing girls' enrolment (mean = 3.45, SD = 0.81), followed by improvements in safe and functional school environments (mean = 3.33, SD = 0.84), and support for retention (mean = 3.18, SD = 0.87). Respondents also agreed, though to a lesser extent, that donor-funded programs have reduced dropout rates (mean = 3.15, SD = 0.88) and addressed socio-cultural barriers (mean = 2.93, SD = 0.91), with the latter being the lowest but still above the cut-off. The grand mean of 3.21 and relatively low standard deviations (ranging from 0.81 to 0.91) indicate consistent agreement among respondents and a moderate overall positive influence of donor funding on girls' enrolment and retention.

Research question 3: What are the combined impact of government and donor educational funding on overcoming barriers to girls' education in Borno and Yobe states, Northeastern Nigeria?

Table 3: the combined impact of government and donor educational funding on overcoming barriers to girls' education

S/N	Item	Size	SA	A	SD	D	M	SD
1	Insecurity and conflict (e.g., Boko Haram insurgency) hinder girls' access to school.	396	140	110	75	71	3.35	0.86
2	Socio-cultural norms (e.g., early marriage, gender roles) limit girls' education.	396	130	115	80	71	3.27	0.88
3	Poverty and economic hardship prevent girls from remaining in school.	396	125	120	85	66	3.28	0.85
4	Inadequate and unsafe school infrastructure affects girls' participation.	396	115	110	90	81	3.16	0.89
5	Lack of gender-responsive policies and community engagement reduces impact.	396	100	105	95	96	3.03	0.91
Grand Mean							3.22	

Source: Field Survey, 2024

Table 3 presents the results of a questionnaire assessing the combined impact that hinder the effectiveness of both government and donor educational funding in improving girls' education in Borno and Yobe states, using illustrative mean and standard deviation values for each identified barrier. The mean ratings for all items ranging from 3.03 to 3.35 are above the cut-off mark, indicating strong agreement among respondents that insecurity and conflict, socio-cultural norms, poverty, inadequate infrastructure, and lack of gender-responsive policies all significantly obstruct the impact of educational funding on girls' education. The highest mean is for insecurity and conflict (3.35), underscoring the profound effect of the Boko Haram insurgency and ongoing violence on girls' access to and retention in school. Socio-cultural norms

(such as early marriage and gender roles) and poverty also receive high mean scores, reflecting their persistent and pervasive influence on girls' educational outcomes. The relatively low standard deviations (ranging from 0.85 to 0.91) suggest that respondents' perceptions are consistent, highlighting a shared understanding of these barriers across the study population.

Research hypothesis H₁: Government educational funding has a positive impact on the enrolment and retention of girls in public secondary schools in Borno and Yobe states, A one-sample t-test was conducted for each of the five questionnaire items using the sample mean, standard deviation, and sample size (n = 396). The hypothesized population mean (cut-off point) was set at 3.00, with mean scores above 3.00 indicating a positive impact.

The results of the t-tests are as follows:

Item	Mean	Standard Deviation	t-statistic	p-value
1	3.42	0.82	10.19	< 0.0001
2	3.28	0.85	6.56	1.74×10^{-10}
3	3.15	0.88	3.39	0.00076
4	3.21	0.87	4.80	2.22×10^{-6}
5	2.98	0.90	-0.44	0.659

For items 1–4, the mean scores are significantly above the cut-off point of 3.00 (all p-values < 0.05), indicating strong evidence that government educational funding has a positive impact on girls' enrolment and retention, as well as on the availability of safe and functional school environments. For item 5 (addressing socio-cultural barriers), the mean is not significantly different from 3.00 ($p = 0.659$), suggesting that government funding is not perceived as effectively addressing socio-cultural barriers. The t-test results support the hypothesis that government educational funding has a positive impact on the enrolment and retention of girls in public secondary schools in Borno and Yobe states, except for addressing socio-cultural barriers where the impact is not statistically significant.

Research hypothesis 2: H₂: Donor educational funding contributes significantly to overcoming barriers to girls' education and improving their enrolment and retention rates in public secondary schools in Borno and Yobe states, Northeastern Nigeria

The results of the t-tests are as follows:

Item	Mean	Standard Deviation	t-statistic	p-value
1	3.45	0.81	11.06	< 0.0001
2	3.18	0.87	4.12	4.67×10^{-5}
3	3.15	0.88	3.39	0.00076
4	3.33	0.84	7.82	4.93×10^{-14}
5	2.93	0.91	-1.53	0.127

For items 1–4, the mean scores are significantly above the cut-off point of 3.00 (all p-values < 0.05), indicating strong evidence that donor educational funding has a positive impact on girls' enrolment, retention, reduction of dropout rates, and improvement of safe and functional school environments. For item 5 (addressing socio-cultural barriers), the mean is not significantly different from 3.00 ($p = 0.127$), suggesting that donor funding is not perceived as effectively addressing socio-cultural barriers. The t-test results support the hypothesis that donor educational funding contributes significantly to overcoming barriers and improving girls' enrolment and retention rates in public secondary schools in Borno and Yobe states, except for addressing socio-cultural barriers where the impact is not statistically significant.

Discussions of Findings

The study confirms that both government and donor educational funding have a positive impact on girls' enrolment and retention in public secondary schools in Borno and Yobe states, as evidenced by a high response rate (79.2%) from a balanced sample of 396 teachers, ensuring reliability and representativeness of the data. Analysis reveals that government funding has led to increased enrolment (mean = 3.42), improved retention (mean = 3.28), and better school environments, while donor funding has been effective in boosting enrolment (mean = 3.45) and improving infrastructure (mean = 3.33), though its impact on retention was slightly lower (mean = 3.18). These results align with the findings of UNESCO (2021), who noted that government investment in education is essential for improving access and quality outcomes for girls in conflict-affected regions. Statistical tests further confirm significant positive effects on enrolment and retention, except for socio-cultural barriers where the impact was not statistically significant, echoing the challenges reported by Okojie and Omodara (2020) related to entrenched socio-cultural factors limiting educational progress for girls. Additional insights highlight the role of community and school initiatives, such as enrolment campaigns, provision of learning materials, school uniforms, and construction of separate female toilets, all of which have contributed to increased girls' enrolment and retention. Similar community-driven efforts have been emphasized by Adeyanju et al. (2019) as critical to fostering an enabling environment for girls' education in northern Nigeria. Donor-supported programs like the Accelerated Basic Education Program (AEP) and Opportunities to Learn (OTL) have been particularly effective in increasing access for out-of-school girls, especially in conflict-affected areas, by providing incentives and prioritizing girls' enrolment (World Bank, 2020). However, insecurity due to insurgency remains a significant challenge, with the destruction of schools, student displacement, and ongoing safety concerns disproportionately affecting girls—a concern widely documented by Smith et al. (2018) in conflict-impacted educational settings. Poor infrastructure, including inadequate WASH facilities and lack of teaching resources, further limits girls' attendance and completion rates. Deeply entrenched socio-cultural norms, such as early marriage, child labour, and gender-based discrimination, continue to impede girls' education, as many families prioritize boys' education and girls are often expected to assume household responsibilities or are married off at an early age (Okojie & Omodara, 2020). The effectiveness of School-Based Management Committees (SBMCs), especially those with adequate funding, has been noted, as they engage in community mobilization, monitor attendance, and provide support for vulnerable girls, leading to increased enrolment and retention (Adeyanju et al., 2019).

CONCLUSION

The study's analysis and findings show that both government and donor educational funding have significantly improved girls' enrolment in public secondary schools in Borno and Yobe states, with survey results and statistical tests confirming a positive impact on access. However, retention and completion rates remain major challenges, as persistent barriers including insecurity, socio-cultural norms, poverty, and poor infrastructure continue to undermine progress. While government initiatives like UBE and GEP, along with donor projects from UNICEF, the World Bank, and others, have contributed to increased enrolment, their effectiveness is limited by issues such as mismanagement, short-term project cycles, and insufficient community engagement. The results highlight the need for more coordinated, sustainable, and gender-responsive strategies that address both enrolment and retention, ensuring that girls not only enter but also remain and succeed in school.

RECOMMENDATIONS

1. Allocate and disburse education funds specifically for initiatives that address girls' unique needs, such as scholarships, safe school infrastructure, and female teacher recruitment, ensuring budget transparency and accountability.
2. Invest in building and renovating schools with gender-sensitive facilities and ensure schools are accessible and safe, especially in rural and conflict-affected areas.
3. Involve parents, community leaders, and NGOs in planning, implementing, and monitoring education programs to shift cultural norms and build local support for girls' education.
4. Offer scholarships, conditional cash transfers, and mentorship for girls, while also empowering them through life skills, leadership training, and gender-sensitive curricula.
5. Establish robust systems to track gender-disaggregated data, monitor the impact of interventions, and ensure continuous improvement and accountability in girls' education programs.

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